



ANNUAL PEDAGOGICAL PLAN FOR LEADING LEARNING

School Name: Prerna International School

Affiliation No. 1130215

UDISE Number: 27090914903

Academic Session: 2025-26

Principal's Name: Mrs. Dimple Ashok Sakhare

School's Mission Statement: To create a happy, secure and stimulating environment with and comprehensive program to foster, nurture and secure the socio-emotional, physical, intellectual, spiritual development in which all members of the school community can grow .

School Vision: To develop well rounded, confident and responsible individual who aspire to achieve their full potential.

Areas of Strength: Student Centric School, Open Door Policy, Collaborative learning, Positive relationships, building capacity amongst our children to effectively allow them to explore the world of the future, where problem solving, evaluating, working in teams, communicating, creating and innovating are the valued concepts. They strengthen our students to be prepared for stepping into the outer world.

Areas of Improvement: International Exchange Programs as we are giving German Language to the secondary students.

1. SCHOOL INFORMATION

1.1 School Name with complete address and phone number(s), Fax No., email ID, Website

NAME OF THE SCHOOL: PRERNA INTERNATIONAL SCHOOL

COMPLETE ADDRESS: VIHIRGAON, UMRED ROAD, NAGPUR

PHONE Nos.: 7276026501, 8552070744

EMAIL ID: ppsurn@gmail.com

WEBSITE: www.ppsngp.edu.in

1.2 Name of the Principal /HOS: **MRS. DIMPLE ASHOK SAKHARE**

1.3 Contact No.: **7276026501**

1.4 Email ID: **principalpisurn@gmail.com**

1.5 School Details:

Year of Affiliation: 2010 Affiliation No.: 1130215 School code 30165

Type of School: Senior Secondary, Co-Education, Day School

No. of Students: 2910

233 (Pre- Primary)

2554 (I-XII): Boys: 1521, Girls: 1265

- No. of Divyang (with special needs) students: 0 (I-V) + 0 (VI - XII)
- No. of students in Day school : 2910, Day boarding: NIL, Boarding: NIL
- Location Type: Urban / Rural /Hilly Area: **Rural**
- Is the school a minority school? **NO.**
- School quality Accreditation Details? (if any) = NIL

1.6 NUMBER OF STUDENTS ON ROLL (CLASS WISE) 2025-26:

CLASS	PRE-PRIMARY	I	II	III	IV	V	VI	VII	VIII
NO. OF SECTIONS	05	07	06	06	06	06	06	06	07
STUDENTS ON ROLL	138	247	234	225	245	225	227	226	249

CLASS	IX	X	XI	XII
NO. OF SECTIONS	07	07	10	10
STUDENTS ON ROLL	250	242	314	389

1.7 SCHOOL ACADEMIC PERFORMANCE:**(A) PASS PERCENTAGE DURING THE ACADEMIC SESSION (2024-25):**

CLASS	NO. OF STUDENTS APPEARED	NO. OF STUDENTS PASSED	PASS PERCENTAGE
PRE SCHOOL	-	-	-
PRE PRIMARY	144 (Nur + KG)	144	100%
CLASS I	228	228	100%
CLASS II	232	232	100%

CLASS III	236	236	100%
CLASS IV	206	206	100%
CLASS V	226	226	100%
CLASS VI	212	212	100%
CLASS VII	243	243	100%
CLASS VIII	258	258	100%
CLASS IX	242	242	100%
CLASS X	173	173	100%
CLASS XI	394	394	100%
CLASS XII	260	243	93.46%

(B) BOARD EXAMINATION AT A GLANCE: 2024-25

CLASS	NO. OF STUDENTS APPEARED	NO. OF STUDENTS PASSED	PASS %	NO. OF STUDENTS MARKS BETWEEN 90% TO 100%	NO. OF STUDENTS MARKS BETWEEN 80% TO 89%	NO. OF STUDENTS MARKS BETWEEN 60% TO 79%	NO. OF STUDENTS MARKS BETWEEN 55% TO 60%
XII	260	243	93.46%	24	34	143	32
X	173	173	100%	24	42	73	15

1.8 OVERALL PERFORMANCE OF THE CURRENT/PREVIOUS ACADEMIC SESSION:

SCHOOL TOPPERS:

CLASS X 2022-2023 ● Mast. Harsh Wahekar– 98.20% ● Mast. Shivam Bhongade- 96.40% ● Miss. Janvee Bondre- 96.00% ● Miss. Suhani Behara- 94.80% ● Mast. Saumya Zade- 94.60%	CLASS XII 2022-2023 SCIENCE STREAM : ● Miss. Dishari Santra– 96.00% ● Miss. Aditi Karadbhaje- 94.80% ● Mast. Rohit S.D.- 94.20% ● Miss. Pranjali Mohod- 94.20% ● Mast. Satvik Rangari- 93.60% COMMERCE STREAM : ● Mast. Ayush Teppalwar– 94.00% ● Miss. Tanvi Ghodvaidya- 92.20% ● Miss. Sakshi Walke- 91.40% ● Mast. Yati Khirade- 90.80%
2023-24 ● Mast. Shradheya Bulkunde– 97.60% ● Mast. Sampreet Naranje- 96.80% ● Mast. Danish Kawale- 96.00% ● Mast. Sharvin Mendhe- 94.60% ● Miss. Arya Hudkar - 94.4% ● Mast. Tejas Kale – 94.2%	2023-24 SCIENCE STREAM : ● Miss. Saumya Dixit– 97.60% ● Miss. Mrudu Chikhale- 96.60% ● Mast. Abhishek Gahane- 96.40% ● Miss. Adya Dhobley- 96.20% ● Mast. Aditya Yadav- 96.00% ● Miss. Parneeka Makde – 95.20% ● Mast. Harsh Chakole – 94.80% ● Miss. Mishty Kukreja – 94.40% COMMERCE STREAM : ● Mast. Krushna Magnani– 95.80% ● Mast. Dhanesh Tolani- 94.60% ● Mast. Akshat Shah - 92.20% ● Mast. Paras Rochlani- 90.00%

2024-25 ● Mast. Prasad Kharabe– 97.60% ● Mast. Rushikesh Misal -96.60% ● Mast. Chaitanya Nadekar- 96.40% ● Mast. Priyesh Shendre- 95% ● Miss. Surbhi Vinchurkar - 94.40% ● Mast. Smit Bobade – 94.40% ● Mast. Tanishq Halder – 94.20% ● Mast. Nishant Jadhav – 94%	2024-25 SCIENCE STREAM : ● Mast. Anshul Bokde– 95.20% ● Mast. Soham Jain- 95.20% ● Miss. Khwaish Kunte- 94.80% ● Mast. Chinmay Ganorkar- 94.60% COMMERCE STREAM : ● Mast. Piyush Lakhani – 96.60% ● Mast. Saqib Quadri- 96% ● Mast. Ankit Gupta - 95.80% ● Miss. Bhumika Bhattad – 95.00%
--	--

1.9 KEY STRENGTHS OF THE SCHOOL:

- ❖ Student Centric Education - Conducive learning environment, Pastoral care
- ❖ Enhancing Digital information and technology, Robotics, Step ahead programme
- ❖ Regular Morning Assembly, Swachha Bharat Abhiyaan Project, Physical Sports and Safety
- ❖ Dynasty competitions, Special assemblies, Annual Sports Meet, Annual Day Excursions
- ❖ Life Skills Inculcation, Wellness education, Prevention Education
- ❖ Achievements at National Sports Tournaments
- ❖ Motivational and Educational Workshops, Annual Inter School Debates
- ❖ Feedback, Parents Volunteer Assembly Programmes/ Celebrations, Parental Academic Interface
- ❖ Achieving academic excellence, Smart Classrooms, Scholastic planning, Holistic education, Mega cognitive Strategies
- ❖ Inclusive education, Collaborative learning, Diagnostic Measures
- ❖ Inculcating the environment and ecological consciousness, Educational trips (subject to conditions)
- ❖ Skilled, Empowered and Supportive faculty
- ❖ Collaborative and Team work, Remedial PTMs, Remedial measures special classes.
- ❖ Annual Progression, Every day Almanac Communication, Communication Feedback, Parent Volunteer Programme
- ❖ Multiple Intelligence based activities, Language learning programmes through Literature Club, Formation of Student's Council
- ❖ Field Visits, Festive Celebrations, International Day Celebrations
- ❖ Encoding Physical Education and Health, Sports Enrichment Programme
- ❖ Sports Vito Parent Engagement
- ❖ School Portal, Social visit and Community Outreach Programmes
- ❖ Strong leadership
- ❖ Safe and warm learning environment, Child handing over Safety Policy, Bus audits, Electronic devices to enhance safety, Security in Campus
- ❖ State of equipment and facilities,
- ❖ Progressive approach towards Innovation and Invention
- ❖ Actionable Feedback to the parents
- ❖ Eco rally and Green Drives
- ❖ Budding Talents
- ❖ Teacher Empowerment, Teachers Records, Teachers Workshop, Micro Teaching
- ❖ Monthly Presentation, Analysis and documentation of learning

- ❖ Internal Committee for Staff Safety, Personal Safety, Inclusive Committee, Grievance Redressal Committee
- ❖ Joy of Giving, Donation Camp
- ❖ Parent Orientation Programmes
- ❖ Literary Experience
- ❖ Parent Teacher Association
- ❖ Blended Learning

1.10 STAFF DETAILS:

The number of teachers including Librarian, PET, and Principal in position (Regular, Ad- hoc or Part-Time) : **NUMBER OF TEACHERS**

GROUP	REGULAR
PRE-PRIMARY	9
PRIMARY	35
MIDDLE -SENIOR SEC	70
SUPERVISORY HEADS	2
SPECIAL EDUCATORS	1
PETs	6
LIBRARIAN	3
MUSIC TEACHERS	3
DANCE TEACHERS	3
YOGA TEACHER	1
COUNSELLOR	1
OTHERS (IF ANY) Lab, Exam	2
ADMIN	15
TOTAL	151

ALUMNI DETAILS :

(a) Admission in Professional courses in the Current Academic Session :

(b) Number of students appeared in Class XII Examination.

COURSE/COMPETITION	APPEARED
JEE	77
NEET	162
NDA	--
ANY OTHER	C.A. FOUNDATION C.S. EET

1.11 SPECIAL ACHIEVEMENTS OF SCHOOL ALUMNI :

- Saransh Mehrotra – Architect currently setting up his own architectural firm. He scored 90+ marks and stands on first position in International Classical Music Exam.
- Abhijeet Akotkar - M.B.B.S. (Doctor) From Sangli Medical College and currently working as Medical Officer in GMC, Gondia.
- Eshant Kubde working as earlSy Lead Business Analyst at Fidelity Investment, Banglor.
- Damini Kakde MSC and pursuing Ph.D. in Medical Micro Biology. Publish research paper on naino partical in hydro phonics in elsewhere Journal in 2023. Awarded 2nd prize at national conference of microbiology in Taywade College for presenting research paper in 2023.
- Divya Mahakalkar working as community health officer.
- Dimple Bhondekar selected in IIT Alahabad.
- Arya Tamgadge selected in AIMS Raipur
- Dishari Santra selected in IIM Rohtak.

2. ANNUAL PEDAGOGICAL PLAN (2024-25)

2.1 PEDAGOGICAL PLANNING COMMITTEE

NAME	DESIGNATION	ROLE IN P.C.
• MRS. DIMPLE ASHOK SAKHARE • Mrs. SHUBHANGI UDAR • Mrs. POURNIMA GAIDHANE • Mrs. SOMA JANA • Mr. MUHID KHAN(Secondary) • Mrs. JAYSHREE LAMBAT (Primary) • Mrs. SMITA MESHRAM (English) • Ms. PALLAVI RAIPURKAR (Hindi) • Mrs. SHEETAL TAMBOLI (Sanskrit) • Mrs. SAROJ DHOLE (Marathi) • Mrs. NAMRATA SHAHU (MATHS) • Mrs. SHUBHANGI UDAR (Science-Che., Bio.) • Mrs. VIDYA SELOKAR (Science – Phy.) • Mrs. POURNIMA GAIDHANE (Social Science) • Ms. LURDRANI MORRIS (Computer Science) • Mrs. SANGITA GHUMRE (German) • Mr. RAJIV SAHARE (Phy. Edu.) • Mrs. MANJULA SHUKLA (Commerce) • Mr. SURENDRA TALE (Art & Craft) • Mrs. ROSHANI NARWADE (Counselor)	• PRINCIPAL • VICE PRINCIPAL • VICE PRINCIPAL • SUPERVISORS • H.O.D.s	• MENTOR • PLANNING FRAMEWORK • EXECUTION & ACTION

STAKEHOLDERS CONSULTED	AGENDA DISCUSSED IN REGULAR MEETINGS
Teachers Parents PTA, SMC Student Council	Session Planning Annual Calendar Curriculum - Mapped with NCF and NEP guidelines Art Integration curriculum, Hands on Learning Experiential, Classes, PTMs Skill subjects – Robotics and Coding, Pottery, Information Technology, AI Inter-School, Zonal, District, State, National Level competitions and Achievements Sports events and Competitions Important days and festivals Decorum of School Mental and Emotional well being of the students and parents School policies School's Fee Webinars and Workshops Added qualifications and professional development certification of the staff Teaching-Learning practices, methodology and pedagogy

2.2 VISION, MISSION, VALUES, FOCUS & APPROACH

Vision Statement

To develop well rounded, confident and responsible individual who aspire to achieve their full potential.

Mission Statement

To create a happy, secure and stimulating environment with and comprehensive program to foster, nurture and secure the socio-emotional, physical, intellectual, spiritual development in which all members of the school community can grow.

To nurture students to help them attain self-fulfillment in their personal lives and become useful citizen of our motherland India.

To achieve moral intellectual, physical and social growth.

To inculcate in them honesty, dedication, hard work, discipline, excellence in both academics and non – academics.

Value education is given an important place in the curriculum of our school.

Making the child self – confident and self – reliant in all sphere of life.

Our Values

PRERNA INTERNATIONAL SCHOOL- HONESTY/HUMBLENESS, SINCERITY, DEDICATION, ACCEPTANCE, LOYALTY, ORDERLINESS.

Our values – driven education is expressed through core values, which are woven in to every academic and curricular activity.

Our Focus

“MENTOR EACH CHILD TO BE AN ACHIEVER IN LIFE”.

The mission of our institution is to provide excellent educational experiences to our students for their holistic development. We believe in inculcating tolerance, patience and respect in each student for everyone and dedication towards society. The positive environment and culture in the school strengthen the functioning of the entire Prerna Family. Our diligent and hardworking faculty members are committed to march forward working with each child as an individual ensuring personalized care and focusing on their specific needs. A strong emphasis is put on the upliftment of the literacy and numerical abilities including special induction of ICT practices. The results obtained by our students provide the evidence for the commitment of our hard working staff members. A broad range of specialized programs are also included under Co-scholastic curriculum viz. Physical Education, NCC, Scout & Guide, Taekwondo, Karate, Skating, Visual arts, library usage.

Apart from this learning of additional languages like Sanskrit, Marathi and German Language are also provided.

The school management is always on the toes to think and plan something new, innovative, interesting and to enhance the learning process of our students

Our Pedagogical Vision

At PIS, we pursue our logo “Dedication Towards Excellence” which inculcates excellence in our students not only by academics but also by other aspects. Our motto is to prepare our children for facing the obstacles which they are going to face in their future life. We always encourage our students in co-curricular activities to help the society to get entrepreneur which is today’s need. Regular class test, periodic and exams are conducted and it’s feedback is given to parents. Our efficient faculty always take efforts to polish our children and shine out beyond their capacity. We always try to enhance our students’ numerical capabilities, good command on all languages to keep them always progressive and to achieve excellence. We inculcate in our students other goals like team work, good relationship, decision making and respect towards fellow classmates and other genders. This makes the entire atmosphere of the school as well as society very - very healthy.

OUR TEACHING LEARNING APPROACH

The teaching- learning process at PIS, Vihirgaon is personalized keeping in mind the needsof each child here. It is accomplished in the following listed manner:

Carefully planned curriculum based on the various needs of the students include:

- Emphasis on the prior knowledge and to give them proper path
- Stress on individual interest of the students
- Focus on the individual learning styles
- Identifying the individual interests and to polish it for their progress
- Identification of the capabilities and skills possessed by the students that helps

To enhance and promote the team work, the student grouping is flexible so that the students learn to work in a coordinated manner.

A congenial and respectful relationship is maintained amongst the staff members promoting them to work as a PRERNA TEAM. Each staff member is provided with the opportunity to exhibit their skills and extend them to the students providing them opportunity to enhance their capacities through their mentors.

them to uncover their own strengths and also define their future learning goals.

- Flexible methodology and scopes are provided
- Students are mentored for the ways to achieve their goals and also to maintain the evidence that they need to produce.
- Parents are able to track the progress of their wards by discussing the staff.
- Students are able to articulate their learning in conferences.
- Teachers are able to understand their students as individuals and not only as students. Proper record is maintained by the class teachers.
- Students have the ability to regulate their behavior, what to do/learn, how to do/learn and also how to present their learning through different activities.
- ICT is a strong tool to enhance personalized learning.

2.2 ACADEMIC RESOURCES

PRERNA took the challenge in a very positive manner and equipped its faculty with best of the techniques available.

Our teachers were using skoolcom app, monitors, microphones and also the Smart Boards - which is the strength of the education infrastructure of the school.

Apart from the listed above PRERNA has its infrastructure as below segment-wise : Name of the Resource/s
SKATING TRACK
OUTDOOR PLAY AREA
INDOOR PLAY AREA
SPORTS ROOM
ART ROOM
POTTERY STUDIO
MUSIC ROOM
DANCE ROOM
LIBRARY
REST ROOMS
MEDICAL ROOM
COMPUTER LAB
BIOLOGY LAB
CHEMISTRY LAB
PHYSICS LAB
MATHEMATICS LAB
SOCIAL SCIENCE LAB
LANGUAGE LAB
SMART CLASSROOMS
ONLINE EDUCATIONAL PLATFORMS
ACTIVITY HALL / YOGA HALL
COUNSELOR ROOM
TAEK-WON-DO & KARATE
YOGA
KITCHEN GARDEN
SEWAGE TREATMENT PLANT

2.3 PEDAGOGICAL STRATEGIES

Class wise and subject wise: Art integration, Innovative pedagogies, Co-scholastic activities

PRIMARY

STAKE HOLDERS CLASS↓	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5
I	ENGLISH	HINDI	MATHS	EVS	COMPUTER
II	ENGLISH	HINDI	MATHS	EVS	COMPUTER
III	ENGLISH	HINDI	MATHS	S.ST & SCIENCE	COMPUTER
IV	ENGLISH	HINDI	MATHS	S.ST & SCIENCE	COMPUTER
V	ENGLISH	HINDI	MATHS	S.ST & SCIENCE	COMPUTER

**** LOGICAL & REASONING, GK, LIFE SKILLS, ART, MUSIC, DANCE, P.E, KARATE, SKATING,YOGA**

GERMAN,AEROBICS.

MIDDLE /SEC./SR.SEC.

CLASS	SUBJECTS OFFERED
VI	ENGLISH, HINDI, MARATHI, MATHS, SCIENCE, SOCIAL SCIENCE, COMPUTER, ROBOTICS, SANSKRIT, GERMAN, ART, DANCE, MUSIC, POTTERY
VII	ENGLISH, HINDI, MARATHI, MATHS, SCIENCE, SOCIAL SCIENCE, COMPUTER, ROBOTICS, SANSKRIT, ART, DANCE, GERMAN, POTTERY
VIII	ENGLISH, HINDI, MATH, SCIENCE, SOCIAL SCIENCE, COMPUTER, ROBOTICS, SANSKRIT, MARATHI, GERMAN, ART, DANCE, MUSIC, POTTERY

IX	ENGLISH, HINDI, MATH, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, GEOGRAPHY, DEMOCRATIC POLITICAL SCIENCE, ECONOMICS, INFORMATION TECHNOLOGY, COMPUTER SCIENCE, ROBOTICS
X	ENGLISH, HINDI, MATH, PHYSICS, CHEMISTRY, BIOLOGY, HISTORY, DEMOCRATIC POLITICAL SCIENCE, ECONOMICS, INFORMATION TECHNOLOGY, FINE ARTS
XI	ENGLISH, MATH, APP. MATH, BIOLOGY, PHYSICS, CHEMISTRY, ECONOMICS, ACCOUNTANCY, BUSINESS STUDIES, COMPUTER SCIENCE, IP, PHYSICAL EDUCATION, INFORMATION TECHNOLOGY
XII	ENGLISH, MATH, APP. MATH, BIOLOGY, PHYSICS, CHEMISTRY, ECONOMICS, ACCOUNTANCY, BUSINESS STUDIES, COMPUTER SCIENCE, IP, PHYSICAL EDUCATION, INFORMATION TECHNOLOGY

CURRICULUM PLANNING AND ITS TRANSACTION

The school has a well conceptualized curriculum based on the following factors:

1. CBSE, NCF, NEP
2. Syllabus planning
3. Pedagogy and Methodology
4. Co-Curricular Activities
5. Monitoring and Assessment

The PIS curriculum is designed for the holistic development of its students. It is ensured that it meets the development of cognitive, affective and psychomotor domains of learning. The overall flow is defined as follows:

Flow of Curriculum planning and Transaction

Step 1: Selection of Books/Study material

Step 2: Curriculum Blueprint (Curriculum Design Process)/ Annual Curriculum Planning

Step 3: Lesson Plan

Step 4: Teachers Diary

Step 5: Classroom Activity

Step 1: Selection of Books/Study material

As the CBSE NCERT Books are full of activities and students friendly which are followed by PIS. For extra study material and reference books, HOD along with the team of teachers review with regard to the quality of the content, implementation, its transaction and relevance is decided.

- Teachers also scrutinize the other textbooks/content for comparison. Based on defined criteria, books/study material is selected by the teachers to be followed in the new academic year.

Step 2: Curriculum Blueprint (Curriculum Design Process)

- The Curriculum Blue-Print (CBP) is prepared by the Subject teachers depending upon the school calendar. It should include the learning outcomes prescribed by NCERT, Subject Enrichment Activities, Assessment Techniques, Field Trips, Instructional Methods and the number of periods required to achieve the same. (As per the prescribed format)
- CBP to be reviewed by HOD, amendments are to be done which are further reviewed by the academic HODs and finally validated by the Principal. Subject Teachers prepare curriculum blueprint which has the following format:

Month	Topic/Units	No of periods Required	Learning Objective	Subject Enrichment Activities/Field Trips/Multiple Assessments/Art Integration/ E Resources/
-------	-------------	------------------------	--------------------	--

Step 3: Lesson Plan

- Detailed lesson plan for a month to be prepared by the teachers
- The lesson plan must include learning objectives, instructional method, Instructional resources like models, video links etc. set induction, method of recapitulation, assignment and details of constructivist approach and the integration
- Teachers to ensure that learning objectives stated in the Curriculum Blue Print are met properly through the lesson plan. The lesson plans should be submitted to the academic coordinator monthly.

Step 4: Teachers Diary

- Topic wise split-up along with no periods/days/ dates for each topic and subtopic are planned in Teacher's Diary.
- Detailed planning for the topics should be recorded in the lesson plan. Plan of Multiple Assessment (one for each term) to be recorded in the Teacher's Diary in the prescribed format.

- Teachers decide the learning objectives, procedure, criteria for assessment and the relevant rubrics for the same. The Teacher's Diary should be submitted to the academic coordinator on a weekly basis.

Step 5: Classroom Activity / Log Book

- The record of daily classroom activity, Home Work assigned & follows up to be recorded in the class log book. The log book should be submitted daily to the Academic coordinator and monthly to the Headmistress.

The various teaching strategies used are as follows:

1. Role plays
2. Integrated Learning
3. Collaborative and Interdisciplinary approach
4. Project based learning
5. Object Talk/Dramatization
6. Presentations/Symposium
7. Field Trips
8. Teaching through e-content
9. Presentations

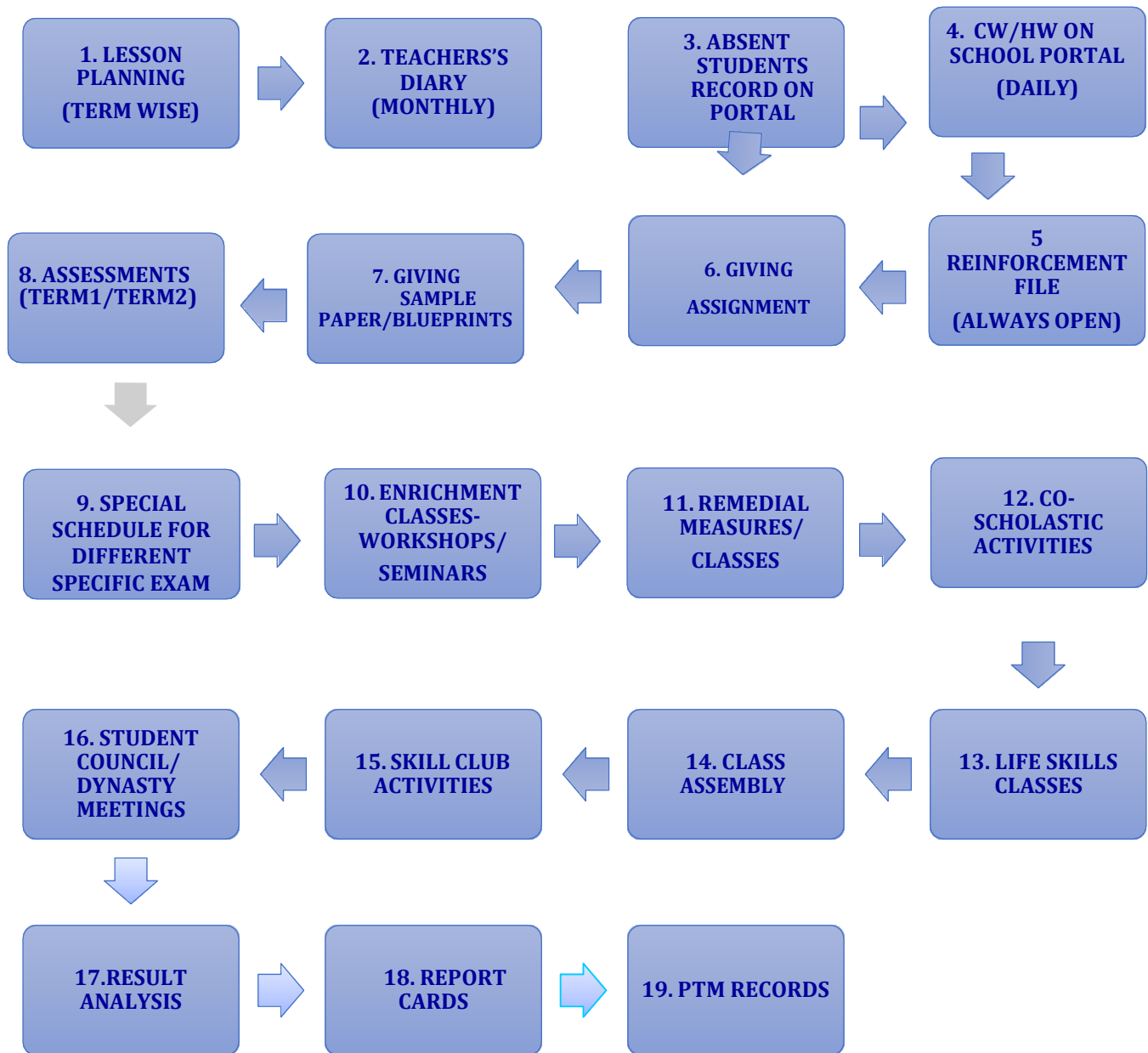
Assessment tools and rubrics for each class and each subject

A well-structured curriculum should enable the school to follow a procedure of teaching intervention, incorporating assessment, programme planning and evaluation. To achieve this aim, criterion-referenced assessment designed by the teacher is recommended.

Purposes of Assessments:

- To identify the children's learning needs.
- To help the teacher plan educational programmes for the children.
- To indicate which specific educational objectives have or have not been achieved.
- To serve as continuous evaluation.

AREAS OF FUNCTIONING



ADDITIONAL SCHOOL FUNCTIONING:

- Open House
- Remedial Classes
- Talent Hunt
- Mega Events (Sports day, Concert, Kalakruti etc.)
- PTM before & after assessments

- Month End documents
- Website and Facebook Tally (monthly)
- CBSE Cell
- Children's Enrichment Tally (monthly)
- Teacher's Enrichment Tally (monthly)
- Examination Cell
- CBSE Workshops Tally
- Webinars Tally (monthly)
- Parent Broadcast group
- Demo Classes – Departmental meetings
- Meeting with subject teachers and with Heads
- Remedial students – Parents: PTM
- Monthly Syllabus
- Talent Hunt
- Self/Staff Appraisal
- School exhibitions
- Interschool Competition
- Daily and Monthly Audit
- Birthday Cards Distribution
- Newsletter-Quarterly
- Weekly Planner
- Monthly Planner

2.5 STUDENT DEVELOPMENT PLAN

SOP REMEDIAL CLASSES:

Classes I to V

Remedial classes are used to address gaps in basic skills. Remedial instruction can help Struggling learners shore up their basic skills. Keeping in mind the learning ability of the children, a few remedial steps has taken up by the school, every day after the normal time table, to help children improve their grades. They are as follows:

- Step by step explanation of the concept would be done separately with the students who face problems.
- Personal attention to be given to slow learners and assist them whenever required. 15 minutes extra to be given to those children who have trouble comprehending the language.
- Change the strategy for explanation and try a different one for better explanation.
- Repetition method is used for making them skillful.
- School Counselor to intervene where a child is facing a problem in a specific area like retention power or dysgraphia (difficulty in copying words down, formation of letters) To inculcate more of visual learning so it is more relatable and helps the child to remember for a longer period of time.

The significance and need of remedial education in Primary classes may not be as grave as in classes VI and above but their requirement certainly cannot be ignored. Most of the students in Primary classes may not require heavy and rigorous remediation but they assuredly need regular, short yet comprehensive remedial sessions. The curriculum in these classes being lighter in content, is more fun,

activity and experience based, therefore the number of students who require regular remediation is not very large but usually there is a different set of students who need remedial as a consequence of low attendance due to medical reasons or some unavoidable circumstances.

For such cases the teachers will be proactive in monitoring the attendance of the students and their academic performance. Remedial classes will be conducted subject wise every week. Based on the weekly tests that will be conducted every week, those students will also be included whose performance in the tests is unsatisfactory.

The list of students who have been recognized as ones who need regular support in their learning as a consequence of any kind of learning disability has been prepared by the Counselor and will be updated periodically for the new students. These students will be a part of weekly remedial classes conducted by subject teachers and their performance will be monitored closely. The Counselor also conducts class wise remedial sessions at least thrice a week to fulfill the special needs of those students whose needs are not met in the class remedial sessions.

Classes VI to VIII

Remedial planning is the integral part of school academics, where students are given equal and individual attention as a part of the teaching learning process. For this year, the remedial planning is done in a more strategic manner taking into the consideration of last year reports and more workable as well as practical approach which will be followed to bring more authentic results for the students and right amount of learning will take place as per the individual needs, which will be seen in the performance of the children through their pen and paper results. Initially for the two months of the session the students will be identified by the teachers teaching various subjects on the certain parameters or the patterns seen in the children by the teachers. A few are as follow:

- Classroom participation as well as participating in group discussions
- Submission of work on time. Self-initiative for any task assigned in the class.
- Responding to the questions directly asked by the concerned subject teachers.
- Certain patterns of work seen in the notebooks along with class test performance.
- Asking for doubts or clarification of the concepts taught in the class.
- Feedback from the Class teacher given by the end of the year
- After analyzing parameters as mentioned above along with the feedback given by the subject teachers the students will be identified and special classes week wise will be conducted for each subject with more individual attention given to them in a smaller group.
- Create a threat free environment where the child, whose confidence is low, will be able to ask or speak openly also cater to the students with the different learning styles

- They will be taught the content in a step-by-step method.
- Small group instructions will take place which will offer individual attention. Along with the peer teaching.
- Regular review /recap and practice worksheets will be given.
- Guidelines for teachers for academically low performers.
- Regular competition, rewards and giving the responsibility which will be set for these students on a month wise basis to get better results.
- Usage of technology (Videos) would also be used for better understanding of the concepts done in small groups.
- Parents will be involved and progress will be discussed on a monthly basis. Recap of the topics will be done at home with the parent's support. After Term 1 the children who show progress will be part of the regular classroom and would be monitored on a fortnightly basis in order to ensure that consistency is there in their academic progress. The students whose progress would not be up to the mark more strategic plan will be implemented for them in Term 2.
- Guideline for the same is as follow
- Student's goals will be made high but attainable along with the ways to find the intrinsic motivation
- Controlled practice will be given to the students for the concept taught on a weekly basis.

CLASSROOM OBSERVATION SCHEDULE

CLASSROOM OBSERVATION SCHEDULE	FREQUENCY	DONE BY	FINDINGS
Routine observations	Regular Basis	Coordinator Sr. (Daily) Vice Principal(Weekly) Principal (Monthly)	Teachers were observed completing the planned syllabus during regular observation
Cognizance/ Perception	Yearly Basis	The counselor is appointed to give the child psychological and moral support.	All teachers are found to be subject proficient. However, certain insights were imparted while class observation into methods of delivering class lectures to be more interesting and effective.

2.6 TEACHER DEVELOPMENT PLAN

Teacher needs Assessment and Training

TNA Activity	Method	Outcome
Questionnaire	SWOT (Strength and Weakness Test)	Analysis of personal obstacle or issues that may hinder the development of a teacher.
Conceptualization/ Ideation Inventiveness	One teacher should be chosen to do the writing work while other should be encouraged to openly state their difficulties in different area of job performances	Analysis of the problems which a teacher faces in classroom and common problems can be jotted down and a procedure can be drawn for the improvement.
Identify what professional skills you already have and those you need to work upon SWOT	Identify professional skills that are desirable for your career. Recognizing your current strengths and abilities is important so that you can clearly understand what you are lacking that might be holding you back. An appropriate training programme by experts in this field will help achieve the goal.	Improved performance by the teacher. A suitable development program brings all teachers to a higher and common platform as they all get equipped with similar skills and knowledge.

✓ Teacher Training Schedule

Teacher Training Topic/ Activity	Proposed Date/Week/ Month	Target Group	Learning Outcome
1) Gender Sensitivity (Teachers Training)	8 th November 2022	Secondary and Sr. Secondary Teachers	To understand how an egalitarian society is beneficial for all by questioning gender norms Reflecting and reforming practices/actions/language while dealing with children that reflect gender bias.

2) Happy Classroom (Teachers Training)	8 th November 2022	Primary Teachers	To create happy and healthy atmosphere in the class. To encourage the students to come up with their problems . To involve students in to different class activities. To create enjoyable atmosphere in the classroom.
3) Cyber Crime (Self Drive)		All Teachers	Protect and defend computer systems and network from cyber security attracts. Diagnose attacks and propose solutions. Apply critical thinking and problem solving skills.
4) Cyber Crime and Security (Teachers Training)	17 th November 2022	All Teachers	Protect and defend computer systems and network from cyber security attracts. Diagnose attacks and propose solutions. Apply critical thinking and problem solving skills.
5) Protections of child Rights (Teachers Training)	08 th December 2022	All Teachers	To provide healthy environment for the well – being of children. To ensure safety , protection and care for children. Prevention and response to violence, exploitation, and abuse of children.
6) Innovative method to teach ethics and Integrity. (Teachers Training)	17 th December 2022	All Teachers	Understand the ideas, values and morality in a multicultural context. Understand the idea of moral relativism as per universal values.
7) Observational Assessment Model		All Teachers	Direct practice of an action Immediate Results Ideal for marking project work where team activities are undertaken

8) Professional Development Programmes (above mentioned workshops)		All teachers	Teachers will be able to gain confidence, generate skills and resources related to their subjects. Teachers will be able to develop knowledge and skills they need to address students' learning challenges
9) Effective Lesson Planning		All Teachers	Teachers will be able to determine three essential components of an effective lesson plan - the objective, the body and a reflection Teachers will be able to determine the purpose of the lesson. Teachers will create space for student thinking and class discussion.
10) Role of Theater and Drama in Class		All Teachers	Teachers will learn to become a conceptual artist that molds knowledge, feelings, thoughts, sensations and experience into an active and activating educational process. Teachers will be able to infuse the use of drama in their lessons. With the use of drama and theater in class, the teachers will be able to engage better with students.
11) Experiential Learning			

2.7 COLLABORATIVE ACTIVITIES

Name of the collaborative activities including exchange programs etc.

Name of the activity	Classes Involved	Countries Selected	Category	Animals selected as per the category
Poster Making	IV-V	India, Indonesia, Malaysia & Sri Lanka	Amphibian	India- Gharial, Indonesia- Sulaweshi Forest Turtle, Malaysia- Malayan Gharial, Sri Lanka- Montane Hourglass Tree Frog

Declamation	III-IV	India, Indonesia, Malaysia& Sri Lanka	Aquatic	India- Blue Whale, Indonesia- Mahakam Dolphin, Malaysia- Bala Shark, Sri Lanka- Dugong
PPT Showing in zero period	III-V	India, Indonesia, Malaysia& Sri Lanka	Terrestrial	India- Nilgiri Tahr, Indonesia- Sumatran Tiger, Malaysia- Borneo Elephant, Sri Lanka- Nillu Rat
Quiz Competition	III-V	India, Indonesia, Malaysia& Sri Lanka	Terrestrial	India- Nilgiri Tahr, Indonesia- Sumatran Tiger, Malaysia- Borneo Elephant, Sri Lanka- Nillu Rat
Ramp Walk	I-II	India, Indonesia, Malaysia& Sri Lanka	Aerial	India- White Bellied Heron, Indonesia-Silvery Wood Pigeon, Malaysia- Helmeted Hornbill, Sri Lanka-Jungle Bush Quail

Agriculture

Grade VII -VIII- Students to share (PPT or word doc or any other way) about traditional and modern agricultural tools and techniques used in UAE.

Students to make pamphlets on agriculture tools used in India.

Natural Resources

Students to make PPT about the natural resources and their distribution in UAE, if possible, work can be shared via mail or skype/video call.

Students to work in groups and present a talk show on the natural resources, distribution of the resources, the causes of their depletion and measures for preserving them in India.

Students to share their experience of the activity (PPT & talk show on natural resources)

2.8 WELLNESS ACTIVITIES

S. No.	WORKSHOP/ACTIVITY	RESOURCE PERSON/CONDUCTEDBY
1	International Yoga Day	Sport Teachers (Yoga Teacher)
2	Parents Day Celebration	Class Teachers

3	Independence Day Celebration	Class Teachers
4	Janmashtami Celebration (Matki Decoration)	Class Teachers
5	Bullock Decoration (Pola Celebration)	C.C.A. Incharges
6	Gandhi Jayanti Celebration	Class Teachers
7	Diwali Celebration	Class Teachers
8	Christmas Day Celebration	Class Teachers
9	Ek Bharat, Shreshta Bharat 1) Cookery Show 2) Cultural fusion Competition 3) Literary Fest 4) Jalsanchay of Odisha 5) Weave a way 6) Wall Magazine 7) History in nut shell 8) Essaying Odisha 9) Queez 10) Khelo Odisha	Class Teachers
10	Kalakruti (Creative Craft) Interschool Competition	Art Teachers
11	Scout & Guide 1) Camp a) Cub & BulBul b) Scout & Guide 2) Khari Kamai	Scout & Guide Instructors
12	NCC 1) Camp 2) Exam	NCC Instructors
13	Self Awareness	Student Counsellor

14	Science Day Celebration	Science Faculty
15	Life Skill Workshop - "Anti-Bullying"	Student Counsellor
16	My Roles and Responsibility	Student Counsellor
17	Adolescent sleep issue	Student Counsellor
18	Good Touch & Bad Touch	Student Counsellor
19	Child Abuse	Student Counsellor
20	Life Skill Workshop "Negative Impact of Social Media"	Student Counsellor
21	Exam Anxiety	Student Counsellor
22	Session on "Cyber Bullying"/ Cyber Security	Teachers, Counsellor and the Vice Principal
23	World's Bicycle day	Teachers
25	Life Skill Workshop "Negative Impact of SocialMedia"	Senior Counsellor
26	Scholar Badge and 100% Attendance	Class Teachers
27	Health Chekup	Doctors Team
28	CBSE expression series on thinking innovatively in unprecedented times like Covid-19	Respective Teachers
29	Kargil Vijay Diwas	Class Teachers
30	Art & Craft Exhibition	Art Teachers
31	CBSE Reading Week (Books Donation Camp)	CBSE
32	Republic Day Celebration	All Teachers

2.9 COMMUNITY OUTREACH

The school observes the following activities on regular basis apart from the additional community outreach program

- Joy of Sharing
- Visit to NGOs
- Visit to Orphanage
- Visit to Old Age Home
- Distribution of paper bags
- Green Rally
- Van Mahotasava
- Distribution of Plants

2.10 COORDINATION WITH STAKEHOLDERS

Inter- personal relationship with stakeholders

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	School website, Emails, School Calendar, Phone calls, personal letters and Parent-Teacher's Meeting	Parents are allowed to meet the school administration through a prior appointment. They are invited to attend the Parent teacher meetings. A parent teacher Association has been formed and two of its representatives are required to be present during the Managing committee meetings.	Parent teacher Meeting Managing Committee Meeting Meeting of Parent Teacher Association
Teaching Staff	General Staff Meeting with	Teachers are involved in all	A yearly planner is

	Principal/ Vice Principal. Departmental meetings with HODs.	functions and events by Contributing their innovative ideas and creativity and to feel a part of the school.	drawn out at the beginning of the year defining the areas of responsibility for all the teachers. Teachers Day celebration with lunch to encourage informal communication. Staff Picnic.
Other Staff	Meeting with the Head of the institution, Emails and school app head.	Other Staff members are involved in all the School functions by rendering full support and cooperation.	Workshops are organized for creating awareness on various social and health issues as well as English language speaking
School Managing Committee	SMC is organized thrice in a year	All reports are forwarded to the SMC for perusal.	
Board	CBSE website, email, telephonic conversations, letters.		All Activities which are required to be organized as per CBSE are incorporated in the School activity Calendar
Media	Four teachers are entrusted with the duty of writing the report of the events held in school and ensuring coverage of the same in the newspaper.	A brief report of all school events is sent to one leading English and Hindi newspaper. The same is published within a span of one week	

2.11 INSTITUTIONAL GOALS

Inter- personal relationship with stakeholders

Major Concern 1: Develop students into active learners

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People In charge
Nurture students' effective learning skills to enhance motivation	Enhance students' understanding of their learning styles and equip students with learning skills Workshops Incorporate learning skills into individual subjects	Feedback from teachers and students is positive	Evaluation meetings Students' performance in the learning processes Student reflection on their learning skills	Whole School Year	Academic Enhancement Team Moral & Civic Education Team
Strengthen teachers' professional development to engage students in active learning	Optimize teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum External sharing	At least one intra-class sharing is conducted per term Student-centered teaching	Evaluation meetings Records of Staff Professional Development Team	Whole School Year	Staff Professional Development Team Class Reps and Subject teachers Subject coordinators
	Incorporate student-centered learning and teaching strategies at subject level Adopting diversified teaching strategies Making use of e-learning to engage students in learning Organizing learning experiences outside the school	strategies are applied at subject level Students show improvement in learning At least one learning activity outside school is organized by individual subject teachers /Subject coordinator in a year	Evaluation meetings	Whole School Year	Class Reps and Subject teachers Subject coordinators IT in Education Team

Motivate students of diverse abilities	Review and refine the curricula, quantity and quality of assignments and assessment Fine-tune subject contents, teaching materials, homework and assessment (e.g. Class Assignment) Provide academic enhancement programmes to strengthen students' academic abilities - Homework Guidance Class After School Remedial Class for core subjects -Subject-based academic support -Enhancement programmes for gifted students	Subject, contents teaching materials, homework policy and assessment policy are reviewed and refined 90% or above of students do not receive demerit for homework non-submission Students show improvement in learning Students show improvement in tests and examinations	Evaluation meetings Evaluation meetings Students' performance in learning, tests and examinations Record of homework non-submission Student participation and achievement records Records of Gifted Education Team	Whole School Year Whole School Year	Class Reps and Subject teachers Subject coordinators Academic Enhancement Team Academic Enhancement Team Class Reps and Subject teachers
--	---	--	--	---	---

Major Concern 2 : Enhance students' learning effectiveness through raising their language proficiency

TARGETS	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Provided English language workshops	Refine programs for junior classes (Primary & Secondary)	Measures are implemented as scheduled Students show improvement in learning in those subjects Feedback from the related subject panels is positive Feedback from students is positive	Evaluation meetings Students' performance in learning, tests and assessments	Whole School Year	English Language Department
	Implement support measures for fine-tuned students switching to regular classes for subjects	The academic performance of the students is satisfactory	Evaluation meetings Students' performance in learning, tests and examinations	Whole School Year	Subject teachers
	Organize bridging programmes - Bridging Course - Mathematics and other subjects	Feedback from teachers and students is positive Students show improvement in learning	Evaluation meetings Students' performance in learning, tests and examinations	April	English Language Department All Subject Department
	Encourage teachers to participate in	At least one internal/external	Evaluation meetings	Whole School	Subject teachers
	Language-related sharing activities	sharing activity is conducted per term Feedback from teachers is positive	Feedback of teachers on the activities	Year	

Major Concern 2: Enhance students' learning effectiveness through raising their language proficiency

Targets	Strategies	Success Criteria	Methods of evaluation	Time Scale	People-in-charge
Enhance students' English proficiency	Strengthen the reading and writing skills of junior forms For Grade I & II	Feedback from English Language Panel is positive Students show improvement in their reading and writing skills	Feedback from teachers and students is positive Students' performance in the reading programmes and activities is satisfactory	Whole School Year	English Language Department
	Implement cross-curricular reading activities to widen students' exposure to English.	Students and teachers corner are organized in all classrooms to display their writing skill in the form of articles, poetry etc.	Evaluation meetings Student's performance in reading programmes and activities	Whole School Year	English Language Department content subject panels School Library

	Create an English text-rich environment	School events are conducted in English	Evaluation meetings	Whole School Year	English Language Department content subject Department Extra-curricular Activities and Services Groups Coordinating Team School Library
	Use of English as the main language for school events	90% of students are awarded points for the English Award Scheme for joining English activities and competitions	Evaluation meetings	Whole School Year	Related functional units English Language Department
	Encourage students to participate in English activities and competitions		Evaluation meetings Records of students' participation in English activities & competitions	Whole School Year	English Language Department

Major Concern 3: Cultivate positive values through life education

Targets	Strategies	Success Center	Methods of Evaluation	Time Scale	People-in-charge
Cultivate positive learning attitudes through character building (self-confidence and sense of responsibility)	Further enhance the self- confidence and sense of responsibility among students Organizing experiential activities and workshops during Ethics lessons and activity days - Providing opportunities for students to organize and participate in activities or competitions - Organizing class-based programmes	Activities are held as scheduled Students demonstrate their self-confidence and sense of responsibility in activities or competitions Class-based programmes are organized Feedback from teachers and students is positive	Students' performance in the activities Class teacher report Teachers' and students' feedback Evaluation meetings	Whole School Year	Moral and Civic Education Team Extra-curricular Activities and Services Groups Coordinating Team Counseling Team Discipline Team Class Teachers Coordination Team Academic Enhancement Team
	Provide parent education programmes to support student development	Programmes are held as scheduled 80% of parents are satisfied with the programmes Information is delivered in a timely way	Questionnaire Evaluation meetings	Whole School Year	Counseling Team PTA

	Invite guests / teachers to share life stories with students	At least one guest /teacher is invited per term Feedback from teachers and students is positive	Teachers' and students' feedback Evaluation meetings	Whole School Year	Moral and Civic Education Team
Foster students' respect for life through self improvement and care for others and the community	Enrich the life education elements in learning activities and Ethics lessons to guide students to think about the meaning of life and construct a positive attitude towards life	Activities are held as scheduled Feedback from teachers and students is positive	Students' performance in the learning activities and during the lessons Teachers' and students' feedback Evaluation meetings	Whole School Year	Counseling Team Religious Studies Panel Moral and Civic Education Team
	Strengthen the role of student leaders and enhance their leadership skills - Organizing a leadership - Providing opportunities for class committee to organize class activities - Providing more	80% of students are satisfied with the leadership training day camp Students' leadership Skills are enhanced Feedback from teachers and students is positive	Questionnaire Class teacher report Teachers' and students' feedback Evaluation meetings Records of Extra-curricular Activities and Services Coordinating Team	Whole School Year	Extra-curricular Activities and Services Groups Coordinating Team Class teachers

Major Concern 3 : Cultivate positive values through life education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge
	Provide systematic career and life skill programmes across all levels to help students explore and Discover their purpose in life - Enhancing students' self-understanding and raising students' awareness of career and life planning - Equipping students with career and life planning skills and career-related experiences for enhancing students' career decision-making – - Enriching students' knowledge of multiple pathways	Programmes are held as scheduled Feedback from students and teachers is positive.	Teachers' and students' feedback Evaluation meetings	Whole School Year	Extra-curricular Activities and Services Groups Coordinating Team Counseling Team

	Enhance students' caring spirit towards others and the community - Organizing and coordinating activities that promote the caring spirit - Providing service learning opportunities to help students develop a heart to serve others	Caring spirit is incorporated into subject curricular Activities are held as scheduled Feedback from teachers and students is positive	Evaluation meetings Teachers' and students' feedback	Whole School Year	Class Reps and subject teachers Functional units Social Service Team
	Enrich students' learning experiences by providing opportunities for self-reflection in the debriefing sessions	Debriefing sessions are held Feedback from teachers and students is positive	Evaluation meetings Teachers' and students' feedback	Whole School Year	Functional units Social Service Team Subject panels

OBJECTIVE OF ANNUAL PEDAGOGICAL PLAN

1. To maintain and refine support systems for enhancing school functions and student success.
2. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
3. To maintain a strong commitment to excellence through professional development.
4. To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the school community.
5. To seek resources to support the school mission.
6. To distribute resources in a manner those are productive, efficient and consistent with the school mission.
7. To inculcate a deep-rooted respect in students for the environment, people and resources.

8. To support the school commitment to expand access, equity, diversity, and enrollment.
9. To provide leadership in cultural and economic development in the school's service area.
10. To seek out and cultivate beneficial partnerships.

3. GUIDELINES OF IMPLEMENTATION OF ANNUAL PEDAGOGICAL PLAN

- i. Ensure grade wise, subject wise and unit wise detailing of the innovative pedagogy to be used through preparation of structured lesson plans.
- ii. Develop content related to art, sport and ICT with education, with the help of concerned teachers as well as Art, Sports and ICT teachers.
- iii. Ensure dissemination of plan to all teachers and all concerned by June every year.
- iv. Ensure proper implementation of this plan.
- v. Monitor the progress at least on a monthly basis.
- vi. Reach out to the Board for any training needs.
- vii. Maintain records of the preparation of the plan, and the progress in the implementation.